

UNT DALLAS
Fall 2019
SYLLABUS

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| COUN 5700D: Introduction to Play Therapy | | 3 Hrs |
| Department of | Counseling | School of Human Services |
| Instructor Name: | Jennifer Baggerly, PhD, LPC, RPT-S | |
| Office Location: | UNT Dallas Campus, Dal 1 (Building 1) Room 105R | |
| Office Phone: | 972.338.1375 | |
| Email Address: | jennifer.baggerly@untdallas.edu | |
| Office Hours: | Tuesdays 1:00 – 4:00pm, Thursdays 1:00-4:00 pm and by appointment | |
| Classroom Location: | UNT Dallas, Founders Hall Room 338 first 7 weeks, then Kahn Elementary | |
| Class Meeting Days & Times: | Tuesdays 4:30pm-6:00 pm with 1 hour online asynchronous. | |
| Course Catalog Description: | Enhancing the counseling relationship with children by utilizing play media to facilitate expression, self-understanding, and personal growth and development. Observation of and supervised experience in play therapy with children are an integral part of the course. | |
| Prerequisites: | DFST 5123, COUN 5680 and 5710, or consent of instructor | |
| Co-requisites: | N/A | |
| Required Texts And supplies: | <p>Axline, V. (1964). <i>Dibs, in search of self</i>. New York: Ballantine.</p> <p>Landreth, G. (2012). <i>Play therapy: The art of the relationship (3rd ed)</i>. New York, NY: Routledge.</p> <p>Mobile play therapy kit.</p> | |
| Required Material: | Mobile Play Therapy Kit and Professional Liability Insurance | |
| Recommended Texts and References: | Giordano, M., Landreth, G. & Jones, L. (2005). <i>A practical handbook for building the play therapy relationship</i> . Lanham, MD: Jason Aronson. | |
| Access to Learning Resources: | <p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p> | |
| Course Goals or Overview: | As a step in the process of developing one's own approach to working with children in a play therapy relationship, each student will develop an integrated understanding of children's developmental communication and will acquire the necessary play therapy skills to facilitate children's expression, self-understanding, personal growth, and development. | |

| Learning Objectives. By the end of the course, students will be able to: | Standards: CACREP and APT | Assessment Measure |
|---|---|--|
| 1. Compare and contrast essential people, theorists and organizations that shaped the history of the profession of play therapy. | CACREP III.G.1.a APT 1 | <ul style="list-style-type: none"> • Discussion Board 2 • Final Exam |
| 2. Differentiate between the developmental stages of children and children's play. | CACREP III.G.3.a APT 2 | <ul style="list-style-type: none"> • Discussion Board 1 • Final Exam |
| 3. Compare and contrast the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.). | CACREP III.G.3.d APT 3 | <ul style="list-style-type: none"> • Play therapy comparison Paper |
| 4. Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling play room for the purposes of both assessment and treatment. | CACREP III.G.3.h III.G.5.c APT 4 | <ul style="list-style-type: none"> • Quiz 2 • Final exam |
| 5. Conceptualize a client's presenting clinical problem(s) developmentally and theoretically. | CACREP III.G.3.d III.G.5.d APT 5 | <ul style="list-style-type: none"> • Play therapy session notes |
| 6. Demonstrate an understanding of the role of the play therapist and play therapy in the context of the client's broader clinical (medical/psychiatric treatment) and non-clinical system (family, school, community). | CACREP III.G.5.b APT 6 | <ul style="list-style-type: none"> • Quiz 2 • Final Exam |
| 7. Identify and differentiate the stages within the play therapy process from intake to termination. | CACREP III.G.5.b APT 7 | <ul style="list-style-type: none"> • Quiz 4 • Final exam |
| 8. Examine and discuss key elements in a play therapy relationship. | CACREP III.G.5.b APT 8 | <ul style="list-style-type: none"> • Discussion Board 2 • Final Exam |
| 9. Demonstrate basic play therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting. | CACREP III.G.5.c SC D.2 APT 9 | <ul style="list-style-type: none"> • Play Skills Session Demo Video and Summary |
| 10. Evaluate personal and professional relational style and the impact of relational style on the unfolding relationship with the client. This will include issues of transference and counter-transference | CACREP III.G.5.c APT 10 | <ul style="list-style-type: none"> • Play Skills Session Demo Video and Summary |
| 11. Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect, use of touch. (vist A4PT.org for recent <i>Paper on Touch and Play Therapy Best Practices</i> .) | CACREP III.G.1.j APT 11 | <ul style="list-style-type: none"> • Quiz 1 • Final Exam |
| 12. Identify and recognize the evolving body of qualitative and quantitative play therapy research. | CACREP III.G.8.a APT 12 | <ul style="list-style-type: none"> • Quiz 6 • Final Exam |
| 13. Analyze issues of diversity and disability and how they impact every facet of play therapy, from choice of materials to the relationship with the client. | CACREP III.G.2.a, d; G.3.e APT 13 | <ul style="list-style-type: none"> • Discussion Board 7 • Final Exam |
| 14. Identify the minimal training/supervision guidelines and play therapy best practices promulgated by the Association for Play Therapy. | CACREP III.G.1.g APT 14 | <ul style="list-style-type: none"> • Quiz 1 and 3 • Final Exam |

Course Outline

This schedule is subject to change by the instructor, Dr. Jennifer Baggerly. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Class will meet at UNT Dallas from August 28 – October 4.

Class will meet at Service Learning site at Kahn Elementary School October 10- December 6.
 Contact at Kahn Elementary School is Ms. Williams 214.675.9703 or kywilliams@dallasisd.org
 610 N Franklin St.
 Dallas, TX 75211 (972) 502-1400

On days at Kahn Elementary, class will dismiss early at 6:30pm so students may travel back to UNT Dallas if they have a 7pm class

| Date Location | TOPICS | SLO | Readings/ Activities/Assignments |
|-----------------------------|--|--------------|---|
| Class 1 Aug. 27 UNTD | Definition of Play Therapy Rationale For Play Therapy Development of Children and children's play | 2 | Landreth Chapter 1, 2, 4 Discussion Board 1 |
| Class 2 Sept 3 UNTD | History and Development of Play Therapy Legal and ethical issues in play therapy | 1, 11, 14 | Before Class Read Landreth Chapter 3 visit A4PT.org for recent <i>Paper on Touch and Play Therapy Best Practices</i> Quiz 1 |
| Class 3 Sept. 10 UNTD | Child-centered play therapy theory and objectives | 5, 8 | Before Class Read Landreth Chapter 5 Discussion Board 2 |
| Class 4 Sept. 17 UNTD | Role of play therapists Playroom and Materials | 4, 6, | Before Class Read Landreth Chapter 6, 8 Quiz 2 |
| Class 5 Sept.24 UNTD | Child-centered play therapy skills | 9, 10 | Before Class Read Landreth 9, 10 Discussion Board 3 |
| Class 6 Oct. 1 UNTD | Therapeutic Limit Setting | 9 | Before Class Read Landreth 11 Discussion Board 4 |
| Class 7 Oct. 8 UNTD | Resolving challenges in the play room Parents as partners in play therapy | 9 | Before Class Read Landreth 7, 12, 13 Discussion Board 5 |
| Class 8 Oct. 15 Kahn | Implement play therapy session at Kahn Elementary school Documentation of Play Therapy sessions | 9 | Before Class Read Axline Discussion Board 6 |
| Class 9 Oct. 22 Kahn | Implement play therapy session at Kahn Elementary school Play therapy credential criteria: RPT | 9, 14 | Before Class Read Landreth 14 Quiz 3 |
| Class 10 Oct. 29 Kahn | Implement play therapy session at Kahn Elementary school Play Therapy Stages and Termination | 7, 9 | Before Class Read Landreth 15 Quiz 4 Session Notes |
| Class 11 Nov. 5 Kahn | Implement play therapy session at Kahn Elementary school Intensive and Short-Term play therapy | 9 | Before Class Read Landreth 16 Quiz 5 Session Notes |
| Class 12 Nov. 12 Kahn | Implement play therapy session at Kahn Elementary school Issues of Diversity and Disability in Play Therapy | 9, 13 | Before Class Read Journal article Discussion Board 7 Session Notes Play Therapy Paper Due |

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| Class 13 Nov. 19 Online | Implement play therapy session at Kahn Elementary school Various therapeutic approaches to play therapy | 9, 3 | Before Class Read Journal article Discussion Board 8 Session Notes |
| Class 14 Nov. 27 Kahn | Research in play therapy | 9, 12 | Before Class Read Landreth 17 Quiz 6 Session Notes PT Research Paper |
| Class 15 Dec. 3 Kahn | Implement play therapy session at Kahn Elementary school | 9 | Discussion Board 9 |
| Class 16 Dec. 10 | Final Exam Online | 1, 2, 4, 6-8, 11-14 | FINAL EXAM DUE |

Methods of instruction:

Instructional methods include readings, lecture, discussion, role-playing, small group experiences, video/film analysis, demonstrations, exploratory papers, observation of play therapy sessions and supervised play therapy sessions.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Attendance and Participation (Professional Responsibility)

Attendance and appropriate participation are required as part of professional responsibility. Students are expected to demonstrate (a) personal characteristics listed in the *Master's Student Handbook*, (b) engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and (c) adhere to Academic Integrity Policy. Students are responsible for coming to class prepared to discuss readings, make productive contributions to class discussions/activities, and be respectful of others. The following chart serves as a guide regarding expectations for professional behavior. Below professional expectations may result in a 5% grade reduction and significantly below may result in 10% plus probation.

| <i>Meets professional expectations</i> | <i>Below professional expectations</i> | <i>Significantly below expectation</i> |
|--|---|---|
| <input type="checkbox"/> 0 – 1 absences (Excused) <input type="checkbox"/> Seldom tardy or late from break <input type="checkbox"/> Contributions reflect careful preparation for class and allow for other students to participate <input type="checkbox"/> Attentive and respectful toward others when not contributing directly <input type="checkbox"/> No concerns regarding personal characteristics <input type="checkbox"/> Shows ethical integrity and adheres to <i>ACA Code of Ethics</i> <input type="checkbox"/> No concerns regarding academic integrity | <input type="checkbox"/> 2 unexcused absence* (Excused absence is due to a medical emergency or death in the family) <input type="checkbox"/> 2+ tardy or leave early (10 minutes or more) <input type="checkbox"/> Contributions reflect only occasional preparation for class or inhibits others' participation <input type="checkbox"/> Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, sidebars in class) <input type="checkbox"/> Occasional or minor personal characteristic concerns <input type="checkbox"/> If ethical violation present, concern is minor and student takes action to remedy | <input type="checkbox"/> 2 + unexcused absences <input type="checkbox"/> Persistent tardiness <input type="checkbox"/> Contributions are rare or not productive <input type="checkbox"/> Contributions reflect consistent lack of preparation for class <input type="checkbox"/> Behaviors detract from safe, scholarly learning environment <input type="checkbox"/> Serious concerns regarding personal characteristics <input type="checkbox"/> Major ethical violation OR inability to understand ethical concerns/implications <input type="checkbox"/> Intentional violations of Academic Integrity Policy |

2. **Discussion Board and Quizzes (15%)** Students will post their response to questions and respond to two other students on Blackboard.

3. Play Therapy Paper 30%

5-6 pages in length/APA Format with title page, References (at least 5 current), etc.

Compare and Contrast Child Centered Play Therapy with one other theoretical approach to play therapy or expressive arts

- Description of CCPT and other approach: Compare and contrast
- View of Child/Personality Development of CCPT and other approach: Compare and contrast

- c. The role of therapeutic relationship of CCPT and other approach: Compare and contrast
- d. Two or three interventions specific to the model: Compare and contrast
- e. Ethical/Multi-Cultural Considerations: Compare and contrast
- f. Research validation: Compare and contrast
- g. Your brief personal reactions to the two paradigms and which one(s) you want to utilize and why (This last section only should be written in 1st person)

Additional Instructions:

Be sure to utilize subheadings in your paper. **Strict adherence to APA format is expected. Please refer to the rubrics.** Please remember that this is a research paper. Focus on recent textbooks and peer-reviewed research articles within the past 10 years or so. Please use references throughout the paper. Writing must be in the third person (personal reactions and first person may not be included except in the 5th area from the outline above). Include a reference list (no less than

5 references). The body of pages should not go beyond 6 pages (body not including references).

4. Play Therapy Skills Demonstration/Observation by Professor (20%)

Your professor will observe one of your play therapy sessions using the Play Therapy Skills Checklist. See form posted on Blackboard.

5. Play Therapy Session Notes and Self Reflections 20%

Maintain play therapy session notes and complete the self reflection analysis on all of your sessions. Upload at least five of your session notes to Blackboard throughout the semester. The form is located on Blackboard.

6. Final Exam 25%. An online final exam of multiple choice, short answer, and essay questions will be posted on Blackboard.

Grading Matrix:

| Instrument | Value (percentages) |
|---|----------------------------|
| Discussion Board and Quizzes (15 x 10 points each) | 150 |
| Play Therapy Paper | 300 |
| Play Therapy Demonstration | 100 |
| Play Therapy Session Notes and Self Reflections | 200 |
| Final Exam | 250 |
| Total | 1000 |

Grade Determination:

- 100% to 90% = A
- 89% to 80% = B
- 79% to 70% = C*
- 69% to 60% = D
- 59% and below = F

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to

verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. [Canvas Instructure Accessibility Statement is also provided.](#)

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to [UNT Dallas' Student Code of Academic Integrity](#) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups,

genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)